University Of Alberta
0 0000 50906 26

ACHERS' MANUAL

CLOTHES: PART OF YOUR WORLD

Vanderhoff

CURRICULUM
TT
508
V23
TCH.MAN.
CURR

Ex libris
universitatis
albertaensis

TEACHERS' MANUAL

for

CLOTHES - PART OF YOUR WORLD

A text for secondary school pupils

by MARGIL VANDERHOFF
Assistant Professor
Indiana University

GINN AND COMPANY

© COPYRIGHT, 1968, BY GINN AND COMPANY
ALL RIGHTS RESERVED

Home Office, Boston, Massachusetts 02117

LIBRARY OF THE UNIVERSITY
OF ALBERTA

TEACHERS' MANUAL

for

CLOTHES – PART OF YOUR WORLD

A text for secondary school pupils

Introduction

This book is designed to serve as a guide to secondary school pupils for developing a broad concept of clothing as a part of their everyday lives. Furthermore, it is intended to help girls in solving clothing problems, and to develop positive attitudes toward further study of clothing.

It is the author's belief that the study of clothing is a useful resource in solving clothing problems and reaching goals, but that it is not necessarily an end in itself. The nine units of the book deal with historical aspects of clothing, meanings of clothing, choosing and using clothing, maintaining and constructing clothing, and vocations in the fields of textiles and clothing.

The scope of CLOTHES – PART OF YOUR WORLD is indicated in detail in the outline of the units which follows.

824481

UNIT ONE

What Girls Wore Then

I. Clothing for Girls – Then and Now

Clothes for active sports

Dressy clothes

II. Why Learn about Clothes from the Past?

You gain insight into an everyday human need

You increase your understanding of history, literature, and art

It may be useful in various occupations

To theater costume designers
To fashion designers
To museum curators

It may lead to hobbies and personal interests

Collecting antique jewelry
Making costume dolls
Sewing
Photography and sketching
Reading biography and autobiography

III. How Can You Learn about Clothes from the Past?

From resources in your community

Periodicals and references
Hobbies
Movies, television, stage plays

From costume collections

Museums

From college and university home economics departments

IV. What Will Clothes of the Future Be Like?

UNIT TWO

Meanings of Clothing

I. Your Clothing Reflects You

Clothing and personality

Stage personalities
Your personality

Your image is a reflection of you

II. Clothing and Roles

What does "role" mean?

Your roles at school

Your roles in your community

Your roles at home

Clothing identifies occupational roles

How we learn new roles

III. Your Clothing and Your Goals

Your goals

Immediate goals and long-range goals

Clothing can help you reach your goals

Understanding and skills are needed

Adjusting to new roles

Solving your clothing problems

UNIT THREE

Your Appearance Doesn't Depend Just on Clothes

I. What is an Attractive Appearance?

II. The Foods You Need

III. A Graceful You

How is your posture?

A basic workout

Figure-builders

IV. Make the Scrubbed Look Routine

V. Your Hair Is Special

VI. What Can Cosmetics Do?

VII. Social Skills That Will Help Make You Attractive

Sharing

Showing appreciation

Being a successful guest

Making and receiving introductions

UNIT FOUR

Making Choices about What to Wear

I. Is It Designed for You?

Why learn about design principles and design elements?

Design principles

- Proportion and scale
- Balance
- Emphasis
- Rhythm

Design elements

- Color
  - Hue
  - Value
  - Intensity
  - Color harmonies
  - How colors affect the way you feel
- Line
- Texture

What can color, line, and texture do for you?

II. What Should You Wear?

What determines your decisions about what to wear?

What clothing is appropriate?

- For school
- For dress-up
- For spectator sports
- For travel

UNIT FIVE

Making Decisions about Buying Clothes

I. Who Should Make Decisions about Buying Clothing?

II. Planning an Adequate Wardrobe

III. How Do Consumers Learn about Clothing?

Advertisements

Labels

Pamphlets and publications from government agencies

Publications from other sources

IV. Fibers

Natural fibers

Manufactured fibers

V. Fabrics

Woven fabrics

Grainline

Three basic weaves

Knit fabrics

VI. Selecting Clothing for Yourself

Casual wear for play

Skirts

Sweaters

Blouses

Dresses

Sizes

VII. Improving Your Choices

Considering your clothing and accessories

Collecting information

Shopping-experience inventory

UNIT SIX

Learning to Take Care of Your Clothes

I. What Is Your Share in Family Clothes Care?

II. What Factors Determine Care for Specific Garments?

How does fiber content affect care?

How does fabric construction affect care?

How do special fabric finishes affect care?

How does garment construction affect care?

III. Labels and Hang Tags

IV. Keeping Clothes Clean – Washing; Ironing; Pressing

Washing clothes

Do you know your washing aids?

Some general guides

Spot and stain removal

Ironing and pressing

Using a steam-dry iron

Some general guides

Characteristics of a well-pressed garment

V. Storage for Clothes

Guides to good storage

Can you apply these guides to solve clothes-care problems?

Conserve your time and energy.

Use all space efficiently.

Protect fibers and fabrics.

When nothing else works . . .

UNIT SEVEN

Learning as You Sew

I. Why Learn to Sew?

II. How Can You Develop Sewing Skill?

III. Equipment for Sewing

Small equipment

Equipment for measuring

Measuring accurately is basic

Cutting tools

Marking tools

Pressing equipment

A thimble

Storing small equipment

The sewing machine

IV. Patterns

Your measurements and your pattern size

Pattern types and sizes

Checking pattern fit

Making pattern alterations

V. Fabric and Thread

Choose your fabric carefully.

Get the facts when you buy fabrics.

Prepare before you sew.

Choose appropriate thread and needle.

VI. Projects That Will Help You Learn as You Sew

Project No. 1

A Simple Blouse

Learning to handle fabrics
Interpreting a pattern
Transferring pattern markings
Stay-stitching
Making darts
Making facings
Attaching a collar at the neck seam line
Deciding which kind of hook-and-eye fastener

Project No. 2

An A-line Skirt with Waistband

Learning to finish a seam
Making a zipper placket
Attaching a waistband – Method 1
Attaching a waistband – Method 2
Turning a hem
Controlling excess fullness in a hem
Turned and stitched hem

Project No. 3

A Blouse with Attached Collar, Set-in Sleeves, and Buttonholes

Assembling a collar
Attaching a collar
Making an interfacing
Setting in sleeves
Making buttonholes
Putting on a patch pocket

Project No. 4

A Jumper with Waistline Seam and Long Back Zipper Placket

Learning to handle a pile fabric
Joining skirt to bodice with a waistline seam
An alternate method for attaching a waistline stay tape
Putting in a long back zipper placket

Finishing a hem with seam binding
Making a tailor's hem

Project Nos. 5 and 6

An Underlined Skirt and a Blouse – Separates or an Outfit

Transferring pattern marks on to thick material
Underlining a skirt
Interfacing a waistband – Method 1 (machine-stitched)
Interfacing a waistband – Method 2 (hand-stitched)
Finishing the waist of a no-waistband skirt – Method 1 (with an inside facing)
Finishing the waist of a no-waistband skirt – Method 2 (with grosgrain ribbon)
Putting in a seam pocket – Method 1
Putting in a seam pocket – Method 2

Project No. 7

A One-piece Dress

Studying a one-piece dress before you plan
Making kimono sleeves
Making raglan sleeves

UNIT EIGHT

More Uses for Your Sewing Skills - Alterations and Repairs

I. Is It Ready to Wear?

Why learn to alter ready-to-wear clothes?

How can you decide what garments can be altered?

How can you improve the fit or adapt the design to yourself?

Changing skirt length
Changing sleeve length
Changing decorative trim
Adjusting the skirt waistband
Making dress alterations that require more skill
Changing slip length

How might you make it more durable?

Strengthening fasteners – hooks, snaps, buttons, and buttonholes
Reinforcing seams

Finishing plain seams
Adding a sewed-in coat hanger

II. Can You Repair Your Clothes?

Darns and other patches
Iron-on patches
Fasteners again
Hem lines

UNIT NINE

Vocations Which Require Clothing and Textile Knowledge

I. Two Jobs Rather Than One

II. What Can You Do Now to Prepare for a Vocation?

Develop general traits and abilities
Learn about vocations

III. Some Vocations for You to Consider

Retail selling
Teaching
Care and maintenance of clothing
Dressmaking and alteration
Field home economist for private business
Design and production of theater costumes

The National Home Economics Curriculum Study, sponsored by and directed from the Home Economics Branch of the United States Office of Education, had as its purpose the identification and organization of the major concepts in the Home Economics field. It was believed that systematic structuring of Home Economics subject matter would serve as a guide to the development of curriculum. The concepts and generalizations on which this book, with the exception of Units 3 and 9, is based were drawn from or adapted from the guidelines developed in the National Study.

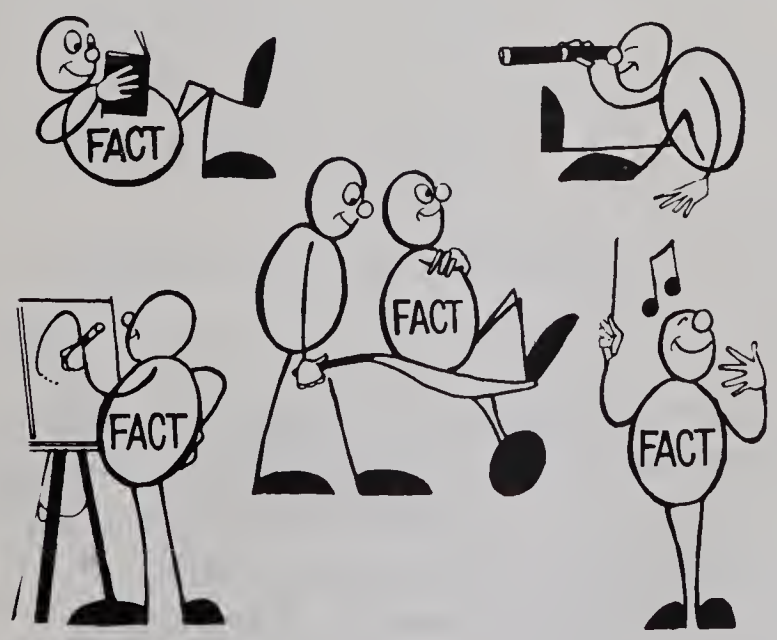
The learning of concepts and generalizations does not eliminate the need to learn facts. Facts are the basis for teaching major ideas or concepts. Pupils have no facts to clarify until they have first identified facts and examples they need to clarify. It is only after they have identified and clarified facts and cited

examples that it is possible to recognize the relationship between facts. Concepts are understood only after the underlying facts or supporting facts are learned. Pupils acquire concepts a little at a time as facts are learned and related. Concepts continue to expand as new facts are learned and new experiences are met.

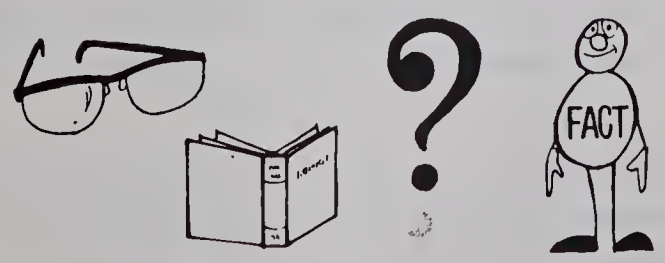
Briefly, concepts are major ideas. Generalizations are complete thoughts which show relationships between concepts.

How to Guide Pupils to See the Relationships between Facts and Major Ideas

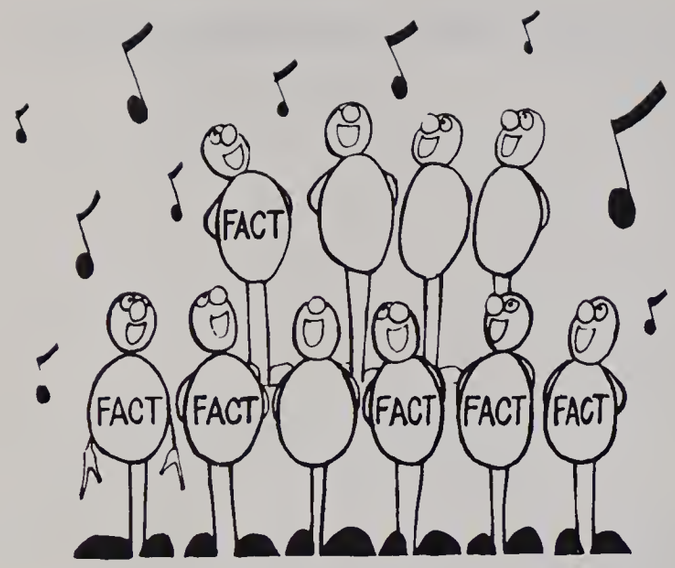
Teaching pupils to recognize major ideas means helping them to see how facts are related. This means a planned series of lessons to accomplish this purpose. Think of learning experiences as being divided, according to their purposes, into these large categories:



1. *Experiences for finding facts and examples*
   - Reading
   - Reports
   - Films and film strips
   - Panels
   - Symposiums
   - Buzz groups
   - Illustrated talks
   - Demonstrations
   - Examining examples
   - Laboratories
   - Field trips



2. *Experiences for clarifying the meaning of facts and examples*
   - Large group discussions
   - Questions-and-answer sessions
   - Illustrated talks



3. *Experiences for relating facts into larger ideas or, in other words, for showing how facts are related. Pupils can then feel that the learning and clarifying of facts is a harmonious process.*
   - Discussions
   - Summarizations

   Other types of experiences may be possible. Oral discussion is very useful here.

4. *Experiences for applying related facts or generalizations in solving problems and carrying out projects.*
   - Exhibits
   - Making a product
   - Making decisions
   - Making a plan

Following are statements of purpose, concepts, and generalizations developed within each unit of *Clothes—Part of Your World.*

UNIT ONE

What Girls Wore Then

In this unit the main objective is to develop interest in historical aspects of dress. By giving some attention to historical aspects of clothing in this unit, and to psychological aspects of clothing in "Meanings of Clothing," it is hoped that pupils will gain a broader concept of clothing in an earlier time.

The first part of this unit compares girls' clothing "then" with clothing "now." Next, reasons are presented for studying clothing as an aspect of history. There are occupational uses for it as well as values related to personal development and leisure. Of course, such a study also contributes to an understanding of our culture.

Ways to study the history of dress informally, as well as in school, are presented next. In this unit a deliberate attempt is made to show how history, art, literature, and home economics are integrated.

The objective at this age is not to train research scholars, but to guide pupils to take an interest in their own culture and the way it has developed.

Concepts and Generalizations

Interrelationship of clothing and culture

1. Dress, including self-adornment, emanates from the culture and reflects the political, economic, and religious mores of the times.
2. Clothing (or its remains) is one of the tangible sources of knowledge about cultures of the past, and helps to preserve the elements of a culture for future generations.

Clothing is a medium for artistic perception, expression, and experience.

3. Clothing as a form of artistic expression reflects the cognitive, moral, and social aspects of the era, culture, or society in which it is created.

UNIT TWO
Meanings of Clothing

This unit is centered around three main ideas. First, clothes reflect the wearer's personality. They convey an impression of oneself to others. Second, clothing can help one to play a particular role successfully and to adjust to new roles. "Role," as used in this unit, is what one does or what one is expected to do in a particular situation.

Third, clothing can help one reach both immediate goals and long-range goals.

Concepts and Generalizations

Significance of textiles and clothing to the individual in society

Social and psychological aspects of clothing

1. Clothing is a clue to personality; it conveys an impression of what one is, does, and believes.
2. Clothing reflects an individual's concept of himself.
3. An individual uses clothing as a clue in forming impressions of others.
    a. Impressions made by appearance and dress have greater impact in limited-contact situations.
    b. In order to create desired impressions through dress, the individual needs to be aware of the meaning dress communicates to others.
4. Clothing is a means of communicating one's role.
5. Clothing may help one to make adjustments when changing from one role to another, and in attaining success in that role.

UNIT THREE

Your Appearance Doesn't Depend Just on Clothes

Clothes can help in creating an attractive personal appearance but they are not a substitute for good health, graceful posture, cleanliness, and some basic social skills. Each of these contributes to an attractive personal appearance. In this unit it is important to guide pupils to recognize that these traits can be developed. These traits are assets which, together with well-selected clothes, can result in an attractive personal appearance.

Concepts and Generalizations

The generalizations on which Unit 3 is based were formulated from generally accepted ideas about personal appearance and its importance. The generalizations underlying this particular unit were neither drawn from nor adapted from the guidelines developed in the National Curriculum Study, but rather they supplement generalizations from that source concerning clothing as an aspect of personal appearance.

An attractive personal appearance

Processes of developing and maintaining an attractive personal appearance

The value of an attractive appearance

1. An attractive personal appearance is based upon good health and body development, but it is also the result of high standards of cleanliness, courtesy, and clothing selection and maintenance.
2. An attractive personal appearance may be a valuable asset that is worth developing and maintaining.
3. An attractive personal appearance is a worthwhile goal for personal development which may give one a feeling of well-being and confidence, and which is likely to contribute to success in a vocation.
4. The processes of developing and maintaining an attractive personal appearance can be learned.
5. The development and maintenance of an attractive personal appearance depend upon the specific attitudes, skills, and knowledge that one is willing to acquire.

UNIT FOUR

Making Choices about What to Wear

There are two major objectives in this unit. First, applications of design principles to clothing selection are illustrated. It is hoped that pupils will see

some possibilities in using color, line, and texture to enhance their own personal characteristics.

Second, an attempt is made to introduce a concept of appropriate clothing as it relates to clothing for different uses.

Concepts and Generalizations

Clothing as a medium for artistic perception, expression, and experience (the significance of clothing)

1. Clothing may be a source of beauty and personal satisfaction.
2. Clothing may be a means through which the components of art are perceived, illustrated, and experienced.
3. Art components in clothing may be utilized to express meanings, feelings, ideas, and emotions.
4. The elements of art and dress may be organized in such a way that the effect of individual elements is intensified, tempered, or obscured.
5. Variation in the use of art components may alter the frame of reference in which we see the human form.
6. Clothing as a form of artistic expression reflects the cognitive, moral, and social aspects of the era, culture, or society in which it is created.

UNIT FIVE

Making Decisions about Buying Clothes

Families and individuals deal with clothing needs in different ways. As adolescent girls become aware of these differences, they will better understand their own particular family and how clothing is provided for it.

Thoughtful buying practices are developed over a long period of time. As soon as girls begin to buy clothes for themselves they are ready to learn how to examine specific features in garments.

Concepts and Generalizations

1. The factors involved in making clothing decisions include the individual's resources, her needs and desires, the composition of the family, and her stage in the life cycle, the mobility of the family, climatic conditions, and social environment.
2. The choices made in the acquisition and use of clothing are influenced by the individual's value patterns and the relative importance of her various clothing goals.

3. The decisions made in regard to clothing are affected by the interaction and emotional interdependence of family members.
4. The resources available for meeting clothing needs include available goods and services, purchasing power, personal information, ability, time, and energy.
5. The availability and use of resources for achieving clothing goals are related to the allocation of resources to other individual and family goals.
6. The information provided by agencies and industry through such means as labels and advertising is one resource which may assist the consumer in predicting the performance of textiles and clothing.
7. Each fiber has chemical and physical properties which affect its performance in a fabric.
8. Fabric construction is a determinant of the properties of the end product; fabrics produced by different methods have definable characteristics.
9. Finishes may be applied to fabrics to produce and control desired qualities.
10. Knowledge of the physical and chemical characteristics of textiles and clothing helps individuals and families predict their performance and gain increased satisfaction from selection, use, and care.

UNIT SIX

Learning about Clothes Care

In this unit clothes care is organized around these five major ideas:

1. What is your share in family clothes care?
2. What factors determine care for specific garments?
3. Labels and hang tags
4. Keeping clothes clean
5. Storage for clothes

As pre-teen and teen-age girls develop skill in caring for clothes and fabrics they are able to share in this responsibility at home. Even giving their own clothes necessary care is a way in which teen-agers might share in home responsibilities.

"How do I take care of it?" This is a question young consumers can learn to ask before they leave the store with a new garment. Some basic factors determine general care for specific garments. Good labels and hang tags on clothes and yard goods give details for specific garments.

Concepts and Generalizations

1. Clothes care is a homemaking task which can be shared by every family member.
2. Factors which determine care required by specific garments are fiber content, fabric, special fabric finishes, and construction details.
    a. Natural plant fibers are not weakened by water, can withstand hot water temperatures in washing and high ironing temperature, but can be damaged by mildew.
    b. Natural animal fibers, wool and silk, are weakened by water, are damaged by high pressing temperature, and by moths.
    c. The characteristics of man-made fibers differ from the characteristics of natural fibers, and these characteristics affect the care required by various fabrics.
    d. Man-made fibers do not absorb water and, in general, most are heat-sensitive.
    e. Elaborate construction details tend to increase the care required by a particular garment.
3. Special finishes can be applied to fabrics to change their appearance and usefulness, and to reduce the care they require.
4. Complete labels and hang tags on garments and yard goods give directions for the care required.
    a. Sure Care Symbols on care labels give the consumer specific directions regarding the care required by particular garments.
    b. The Sure Care Labels must be understood by the consumer before they can provide helpful care information.
5. A vast assortment of clothes washing aids is available to consumers. These products can be better understood if they are grouped according to use.
    a. When hard water is used without some type of softening treatment, syndets are more satisfactory than soaps in cleaning clothes.
    b. Bleaches can be grouped into two groups—those which contain chlorine and those which do not.
    c. The appearance and feel of fabrics can be conditioned by washing products.
    d. If you understand the meaning of terms which describe water temperature you will be better able to follow washing directions accurately.
6. Sorting clothes for washing is necessary in order to (a) separate clothes which should be washed at different water temperatures; (b) separate clothes which require machine washing for different lengths of time; (c) separate clothes which require hand washing from those which can withstand machine washing.
7. The characteristics of the stained fabric as well as the staining material must be considered in following directions for stain removal.

UNIT SEVEN

Learning as You Sew

This unit is not meant to be only a how-to-do-it manual. It is meant to suggest ideas, raise questions, and encourage planning appropriate for various local home economics programs. The suggested series of projects is planned to be flexible so that it may serve as a guide rather than as a rigid outline or sequence. Therefore, not every step in making each garment is included. Pattern guides do that. Rather, only some basic, or often needed, techniques are included. Each technique is introduced in the sequence with the type of garment for which it is first needed.

Here is the rationale behind the proposed series of construction projects.

1. The series of projects is planned to be usable over a three-year period and for different lengths of time during the three years. The series is planned with consideration for differences in pupils and in programs. There are enough projects so that very rapid learners may be able to work through all or most of the projects. However, the series can be contracted considerably and still include many of the learnings. For example, as slow learners could make one of the paired group of separates, the rapid learner might make both. *Or,* if less emphasis is desired on construction, one of the separates in each pair might be done, or, where there is more attention to construction both could be made. *Or* some of the garments could be made as home projects. *Or* optional features on garments could be included or omitted. The chart on pages 172–73 of the text could serve as an outline for planning a sequence, and to suggest various aspects that might be considered, such as art principles and management.
2. The emphasis on type of garments is separates. Three combinations of separates are suggested—washable skirt and blouse, blouse and jumper, and an underlined skirt and a blouse. This is an attempt to be compatible with typical teen preferences.
3. The projects were planned with consideration for trends in clothing construction. For example, underlining is now more extensively used in even inexpensive teen clothing. If appearance is important to teen-agers, then clothes with shape and style are as important as durable clothes.

   A second "contemporary" look, encouraged as an option in Projects 5 and 6, is a no-waistband skirt. This technique, once accomplished, can be used in shorts and slacks as well. It is a good style for the elusive teen-age waist, particularly the short-waisted girl. It eliminates the rolled-over waistband and the need to press waistbands.

   The A-line or A-shaped skirt seems to have much to recommend it as a learning experience. For most girls it is a more flattering design than gathered and pleated skirts because there is no excess fabric around the waistline. The A-shape is comfortable for sitting and walking. It can be worn attractively with either a tuck-in blouse or an overblouse. A straight skirt is difficult to fit well on a less-than-perfect figure.

4. Some attention to application of design principles is encouraged. Four specific applications are described in connection with projects. Other questions and ideas about application of design principles are included in the chart outlining the entire sequence:

   Proportion in relation to skirt length is included with Project No. 2 – an A-line skirt.

   Size, location, and number of buttons, and pockets are mentioned with Project No. 3 – a blouse or housecoat.

   Coordinating two fabrics and possibly two colors is a design problem included with Projects No. 5 and No. 6 – an underlined skirt and blouse.

   The fabric surface, as a design itself, is mentioned with Project No. 4 – a jumper.

Concepts and Generalizations

1. Skill in sewing clothing consists of the ability to use many separate construction techniques well.
2. Clothing construction skill, including both quality and scope of the skill, is most likely to improve through planned experiences in sewing.
3. Ease and difficulty in sewing are affected by characteristics of the fabric and pattern.
4. Adequate preparation of fabric and pattern, before cutting and sewing, is likely to contribute to a more satisfactory garment.
5. The position of fabric grain in a garment influences fall and pliability of the fabric on the figure. Fabric grain can be distorted by stitching, pressing, and handling during the construction process.
6. Pile or nap fabrics, because of surface characteristics, require some special procedures for cutting and sewing.
7. Quality and durability of garment construction depend upon accuracy and details of workmanship.
8. The pleasure one receives from sewing, and the speed and accuracy with which one sews are likely to increase as one learns how to use and care for sewing equipment.

UNIT EIGHT

More Uses for Your Sewing Skills -- Alterations and Repairs

The purpose of this unit is to show additional applications of sewing skills. Whether clothing is bought ready-made or constructed at home some sewing skill is a valuable resource. Ready-mades often need alterations before they are totally satisfactory. Most clothing needs some repair from time to time.

Concepts and Generalizations

1. Sewing skill is necessary to alter ready-mades and to repair clothing as well as to construct entire garments.
2. Sewing skill might be considered a resource which you may use to alter and repair clothing.
3. Design principles may be applied to altering the appearance of a ready-made dress in order to make it more suitable for yourself.
4. Some complex alterations are likely to be too difficult for less-experienced sewers to manage successfully.
5. If the appearance, or the fit, or the durability of a garment is improved, an alteration is worthwhile.

UNIT NINE

Vocations Which Require Clothing and Textiles Knowledge and Skills

Today's young teen-agers are growing up at a time when a dual role for homemakers is accepted, and sometimes expected. Employment opportunities in the field of textiles and clothing encompass a wide range of abilities, interests, and educational backgrounds. This unit attempts to develop an awareness of these two concepts--a dual role for homemakers, and employment opportunities in textiles and clothing.

The few specific examples of vocations described in the unit are meant to show different types of jobs. The unit could be developed further through the study of additional jobs.

Concepts and Generalizations

These six generalizations summarize the information in Unit 9. Although these statements are not taken from nor adapted from the National Curriculum Study guidelines, they supplement these guidelines by emphasizing the vocational application of clothing and textile knowledge.

1. One-third of all workers in the labor force are women, and today's teen-age girls will in a short time become these workers.
2. There are a variety of satisfying occupations in the textiles and clothing field.
3. A systematic study of a vocation will help you understand it.
4. Usually success in a vocation is not accidental but the result of many years of personal development.
5. Personal characteristics, interests, skills, and knowledge are developed gradually over a long period of time.
6. Flexibility and adaptability are important characteristics to develop in preparation for working in our rapidly changing world.

ABCDEFGHIJ 0698
PRINTED IN THE UNITED STATES OF AMERICA

Date Due

NOV 27 '68	JUN - 9 RETURN
NOV 25 '68	
	EDUC OCT 28 '76
	OCT 28 RETURN
MAR 31 '70	EDUC DE 12'76
RENEWAL	
APR 1 '70	DEC 3 RETURN
RETURNED APR 5 '70	EDUC JA 24'77
APR 11 '70	JAN 21 RETURN
CURR NO 24 '70	
NOV 5 RETURN	EDUC OCT 6 '77
	Returned OCT 3'77
MAR 22 '71	
	JUL 5 RETURN
MAR 17 RETURN	
EDUC OC 8'72	
SEP 29 RETURN	
OCT - 3 RETURN	
EDUC JA 31'78	
JUL 28 RETURN	
EDUC JA 2'78	
OCT 29 RETURN	
EDUC JN 17'78	

TT 508 V23 TCH-MAN-
VANDERHOFF MARGIL
CLOTHES

39313587 CURR

EDUCATION
CURRICULUM

824481

TT 508 V23 Tch.Man.
Vanderhoff, Margil.
Clothes:

0218340M CURR

CURRICULUM
EDUCATION LIBRARY

A19879

GINN AND COMPANY